**11.4 Solving 2 Step Equations**

Name:\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_

**Lesson Focus:** In this lesson, Mathletes will be able to:

·model problems with two-step equations

·solve two-step equations and record the process

·verify solutions to equations

Ex 1: Model Equations

Paige saw this sign advertising T-shirts and socks. She pays $30 for two T-shirts and four pairs of socks. What is the price of one T-shirt?

Buy two T-shirts

and get socks for $2 a pair

(No tax!)

Let *s* represent the cost of one T-shirt.

How many T-shirts did she buy?\_\_\_

How many pairs of socks did she buy? \_\_\_

For how much? \_\_\_

What was the cost of everything together? \_\_\_

**MODEL on a BALANCE:**

**EQUATION:**

Let’s Model some equations using our Balance to Solve and see if there is a “SUSPICIOUS PATTERN” that can help us solve equations more efficiently.

1. The formula *R* = 9*T* - 70 models the chirping rate of a cricket at various temperatures. The variable *R* represents the number of chirps per minute, and *T* represents the temperature, in degrees Celsius. When the rate is 20 chirps per min, what is the approximate temperature?

b) 2*p* + 4 = 10

c) 5*n* + 7 = 32

d) 53 = 4*r* – 11

e) 3*w* + 3 = 6

Do you see a suspicious pattern? Please explain how we can solve two step equations without modeling…

Practice your mad skills!!! Let’s create some questions of our own…